DCCUMENT RESUME

ED 036 599 UD 009 655

TITLE	LANGUAGE AND AREA STUDIES PROGRAMS AND THE PARTICIPATION OF SPANISH AND PORTUGUESE SPEAKING MINORITIES IN AMERICAN SOCIETY. REPORT OF A MEETING HELD AT MIAMI, FLORIDA, MAY 1-3, 1969.
INSTITUTION	LIBRARY OF CONGRESS, WASHINGTON, D.C. HISPANIC FOUNDATION.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. INST. OF INTERNATIONAL STUDIES.
PUB DATE	OCT 69
CONTRACT	OEC-0-9-097753-3734
NOTE	28P.
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$1.50
DESCRIPTORS	BEHAVIOR PATTERNS, CULTURAL ENRICHMENT, DISADVANTAGED GROUPS, *ETHNIC STUDIES, LATIN AMERICAN CULTURE, *MEXICAN AMERICANS, RESEARCH NEEDS, SCHOOL COMMUNITY RELATIONSHIP, *SPANISH AMERICANS, SPANISH SPEAKING, *TEACHER EDUCATION, *TEXTBOOK RESEARCH
IDENTIFIERS	STANFORD UNIVERSITY, UNIVERSITY OF MIAMI

ABSTRACT

THIS REPORT OUTLINES BASIC NEEDS TO WHICH A LATIN AMERICAN STUDIES CENTER IN A UNIVERSITY SHOULD ADDRESS ITSELF: COMMUNITY RELATIONS, STUDENT AND TEACHER EDUCATION, RESEARCH (ESPECIALLY IN VALUES AND BEHAVIOR PATTERNS OF MINORITY GROUPS), TEXTBOOK DESIGN, AND UPGRADING STUDENTS IN BOTH ETHNIC LANGUAGE AND CULTURAL BACKGROUND. PROGRAMS ALREADY ESTABLISHED IN UNIVERSITIES ARE BRIEFLY DESCRIBED. (KG)

ED036599

Contract No. OEC-0-9-097753-3734

FINAL REPORT

October 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LANGUAGE & AREA STUDIES PROGRAMS & THE PARTICIPATION OF SPANISH & PORTUGUESE SPEAKING MINORITIES IN AMERICAN SOCIETY

Report of a Meeting Held at Miami, Florida

May 1-3, 1969

UD009655

Latin American Studies Assn
Hispanic Foundation
Library of Congress

F. Taylor Peck
Project Director

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not therefore necessarily represent official Office of Education position or policy.

PREFACE

The Latin American Studies Association recognizes that no university's interests would be served if the institution allowed its Center for Latin American Studies to be adversely influenced by a program for minorities through the dilution of its basic academic purpose or a loss of scholarly identity.

Nonetheless, special relationships do exist between the study of an area and the study of the people who come from that area. The purpose of the Miami Meeting was to examine those relationships and to determine where they might be possibly used to strengthen -- not weaken -- the Area Studies Programs of those universities potentially concerned about and involved with Spanish and Portuguese speaking minorities.

John P. Augelli, President
Latin American Studies Association

Participants: Miami Meeting, May 1-3, 1969

Arizona:	Dr. Renato Rosaldo, University of Arizona
California:	Dr. William McGreevey, University of California, (Berkeley)
	Dr. Peter T. Furst, University of California, (Los Angeles)
	Dr. John J. Johnson, Stanford University
	Mr. Helario S. Peña, Los Angeles City School System
Connecticut:	Dr. Anthony Maingot, Yale University*
Florida:	Dr. Felicity Trueblood, University of Florida
	Dr. Jacque Wilson, University of Miami
	Dr. Robert McNichol, University of Miami
	Mr. Paul Bell, Dade County Board of Education
Illinois:	Dr. Joseph Love, University of Illinois (Champaign-Urbana)
Kansas:	Dr. Charles Stansifer, University of Kansas
New Mexico:	Dr. Mari Luci Ulibarri, University of New Mexico
	Mr. Henry Pascual, State Department of Education *
New York:	Dr. Ward Dennis, Columbia University
	Dr. Donald Freebairn, Cornell University
	Dr. Jorge Balan, New York University
Pennsylvania:	Dr. Harold Sims, University of Pittsburgh
Wisconsin:	Dr. William Flinn, University of Wisconsin (Madison)
	Dr. Markos Mamalakis, University of Wisconsin (Milwaukee)

Washington, D.C.: Dr. D. Lee Hamilton, Office of Education

Mr. Edward L. Meador, Office of Education

Mr. Stanley Wilcox, Office of Education

Dr. F. Taylor Peck, LASA

Mr. James H. Mears, LASA

*Not Attending

INTRODUCTION

The Latin American Studies Association was pleased to organize for the Office of Education a meeting of Directors of National Defense Education Act Centers with the participation of several directors of other Latin American Studies Centers, specialists in education, and representatives of the Office of Education. The Association was represented by its Vice-President, Dr. John J. Johnson, who is also the Director of Stanford's NDEA Center, and by two staff personnel. The Executive Secretary, Dr. F. Taylor Peck, was asked to act as moderator, in order that all scholars present might participate fully in the discussion without the restrictions and distractions of the Chairmanship, and Mr. James H. Mears acted as recorder.

The Association wishes that it be clearly understood that the opinions expressed in this report are those of the individual scholars and in no way represent Association policy. The report, itself, has been prepared from two sets of minutes, one kept by the recorder, which is the more complete, and one kept by the moderator. The two sets of draft minutes complemented and expanded each other. For clarity of presentation, the comments of the individual scholars on the activities of their particular institutions and centers have been synthesized, special attention having been given to context, in order that a more complete picture be presented without the necessity of searching pages of transcript.

Similarly, the editors of the report have attempted to extract the main themes that kept recurring throughout the two days of discussion and through the day of visits to educational institutions in the Miami, Florida, area. Such themes are presented separately at the end of the report, before the two specific resolutions. Such themes describe briefly and succintly the dimensions of the problems which Studies Centers and programs are just beginning to face in relation to the Spanish-speaking minorities in the community. The very small size and highly concentrated Portuguese-speaking communities do not, as yet, impact upon the institutions of higher education, although programs at other levels of education do exist.

The participants expressed their appreciation to the Office of Education for calling for and supporting the meeting which provided a unique opportunity for exchange of information on the individual institutional situations and which permitted the first evaluation of the national dimensions of the problem. Some specific steps toward cooperative action between institutions and specialists, as well as between institutions and institutions, were taken. It is hoped that this report will provide some necessary background for actions that may be taken in the future.

Language and Area Studies Programs and the Participation of Spanish and Portuguese Speaking Minorities in American Society Report

Three major Spanish-speaking minorities are classifiable in the United States: they are Mexican, Cuban, and Puerto Rican. Although culturally and linguistically identifiable with the Spanish language and tradition in the New World, the differences between them and the variations in their problems vis-a-vis contemporary American society stem from the nationalities, the historical circumstances of their being in the United States, and the environment in which they find themselves.

The largest group is the Mexican-American, numbering about 5,500,000, and found chiefly in an area extending from the mouth of the Rio Grande northward into Colorado, and westward to mid-California. Their presence in the United States begins with the annexation of Texas and continues with current immigration, meaning that part of the minority are already multi-generation Americans for whom the participation in American society presents one set of problems, while the far greater part is composed of first-generation citizens, migrant workers, and others. The second group presents another set of problems, especially where it conflicts with the former groups. Yet both are assumed to look to their common cultural and linguistic heritage for motivation, self-identification, and social participation.

The second nationality group are the Puerto Ricans (1,500,000), a potential minority since 1898, but an actual minority largely concentrated in the area of New York City, only since the extensive migrations of the 1940's and 1950's. The nature of the minority is disturbed by the special political relationship of its homeland with the United States and the "Americanization" of the island, which has distorted their linguistic and cultural heritages, when compared with other Spanish nationalities.

It is interesting that in the environment of both Mexican-Americans and Puerto Rican-Americans circumstances have been such as to cause these minorities to follow the lead of another minority, the Black, into the arena of political and social action, especially as this action impinges upon higher education -- the colleges and universities -- and, ultimately, upon Latin American Studies. The relationship of leader and

follower is changing, however, as followers acquire greater confidence, better organization, and, above all, the awareness that they are not getting their "share" under the former leadership.

The third nationality group are the Cubans (300,000), originally refugees from the Castro revolution (1958-59), whose numbers continue to grow weekly through the special flights between Havana and Miami. Even with extensive programs of resettlement, the majority remains concentrated in Dade County, Florida, where climate and community are generally benign and agreeable. While the first two nationality groups might be characterized as having been composed of unskilled, minimally educated immigrants, the Cuban refugees were skilled, or semi-skilled workers, with a large percentage of highly trained and educated professionals, factors which ultimately have made Cuban participation in the United States society perhaps less difficult than for other groups.

Groups of various nationalities from every other Spanish speaking country in the Hemisphere are found in varying degrees of concentration in large metropolitan areas, but their political and social activism, where it exists, usually finds itself dominated by the three major groups. Indeed, the Cuban activism has traditionally taken place within the existing framework of the society, despite the recent tendency of the younger members of the other two major groups to adopt the attitudes and postures of the politics of protest.

But even in these two groups the attitudes and postures vary from community to community which means that the impact of activism upon institutions of higher education will vary from community to community, and even within the same community, as in the case of New York City.

The variations in political and social activism are reflections of the considerable differences that exist between the stages of development of problems related to these minorities. Demands upon Centers at universities located in communities where the minorities are sizable continue to grow, while other centers are obviously not faced with the social and political pressures from these minorities, because the minority does not exist in the community. However, individual scholars at these latter institutions may have qualifications, training, and special interests that may be highly useful to other colleagues and centers. An inventory of such scholars would prove useful.

Similarly, research has been and is now being conducted that relates to the minorities. Stanford University's bibliographical project is a helpful start, but centers and scholars might profit from further bibliographic tools and inventories of ongoing research. It may be that the Association's (or any Area Studies association's) immediate role is to compile inventories of scholars and research and to encourage the development of the bibliographic tools.

The Miami Meeting followed by one week a meeting held at the Michigan State University at the African Studies Center and was guided by the same agenda in order to provide an opportunity to observe comparability of problems, if such comparability exists.

The problems discussed at the African Studies Center broadened from discussion of language teaching into all other aspects of African studies. A sense of national responsibility for the utilization of the special capabilities of area centers, many receiving federal assistance under the National Defense Education Act, Title VI, to help meet the needs of urgent national programs had been expressed. The Centers are a resource of special knowledge and experience, constituting as such, an unexpected benefit to the country.

Whether a Spanish-speaking minority, or any other minority, is justified in making a request of or a demand upon a university is beside the point. The request and the demand are there in certain instances. These, in turn, have led the university to call upon the Centers for information, for support, and for programs. The fact of life is that, regardless of initial political and academic considerations, some Centers are involved with programs related to the minorities and more programs are going to be developed, perhaps under a variety of names.

A mutual concern is that these programs be as effective as possible in the achievement of the goal of fruitful participation by the minorities in American society. This achievement of the goal may be speeded by the application of the special knowledge and experience of the Centers to those elements of the programs that are reasonably and logically susceptible to the application, whether the elements of the programs are in materials, personnel, training, teaching, or special community service activities. The task is the application of the scholarly studies of Latin America in such ways that any program to which this special knowledge is applied will have permanent value for the society.

University of Miami: The University has probably the longest history of programs related to the Spanish-speaking minority. In addition to English as a second language, which predates the Cuban influx, the University, through fellowships for teacher-training for elementary school teachers, has provided training for (a) special certification for employment in the county school system and (b) for development of bilingual schools. At the initiative of the Cuban minority itself, language and professional training for medical certification of doctors was undertaken, and the University has conducted several studies on the Cuban community for the Department of Health, Education and Welfare. No minority student pressure has been exerted, but it is expected that the developing system of junior colleges in Dade County will have to deal with problems of admission and student representation.

Stanford University: Estimates place the number of Mexican-Americans in a 30 mile radius of the University at between 110 and 130 thousand. About 9% of the elementary school population comes from this background. The University is taking direct action with the community, rather than through its center, but the present Director of the Center, Dr. John J. Johnson, has been the initiator of the University's projects. These projects seek to give the Mexican-Americans (numbering about 75 students) the same attention as has been given the Black minority, even though no such demand for equality has yet been made by the former. Rather, the projects are considered to be in a new field of community action.

One pilot project is a seminar held two days a month, to bring in people from the community to hear a series of speakers selected in consultation with the Mexican-American students. The nine seminars are aimed at informing the communications media, personnel directors, police, clergy, social welfare workers, high school and small college teachers about the minority's problems. A project director is being sought.

An annotated bibliography of some 250 titles dealing with Mexican-Americans is being prepared and will be ready in October. The bibliography is expected to be useful in educating the general public on the minority problem.

The Mexican-American Student Confederation (MASC) numbers about 54 students, and acts as the spokesman for the surrounding community. An Assistant to the President has been named to act as liaison between students and the administration. The Assistant is also in charge of the recruitment for the upcoming class, a project to bring some 65 Mexican-American

graduates from California colleges principally. The Mexican-American group has not really determined its own character and direction of movement. Students in the special program will receive tuition plus $2,200 the first year, with sums decreasing each year. Tutorial areas have been established to strengthen academic competence, especially in language, because these students will probably have an inadequate command of either English or Spanish.

University of California (Berkeley): As a consequence of student pressures, the University has created the Department of Ethnic Studies, which is designed to become a college. At that time and within that college, a Department of Mexican-American Studies is to be created. The term chicano is used by the minority for self-identification, despite its highly negative connotations for other elements of the Mexican-American group. The college is being designed by the students; that is, they are to make decisions on admission, curricula, faculty, and standards. About 200 students are taking part. The college will have an organized research unit in chicano studies.

As yet, the role of the Latin American Studies Center is not clear; that is, it is uncertain whether it can act as an agent for the Department of Mexican-American Studies and for its research, or whether it will simply provide assistance to the Department upon request. The Center and the University are prepared to build bridges linking themselves to the Mexican-American community, but both feel that they must await the community's decisions before initiating action with the minority. Self-identification of the minority is essential for any successful program. The University also has a Vice-President for Urban Problems. He is provided with a small budget to permit initiation of certain projects, such as training persons skilled in the language as elementary teachers.

A student-initiated Board of Educational Development uses moral pressure to involve faculty and other students in the Board's projects. These projects include six courses designed for Mexican-Americans, especially courses for language improvement. The University has about 50 graduate students from other Latin American countries, who have no ties with the community. The University is seeking ways to bring them constructively in contact with the Mexican-Americans. The Latin American graduate students might provide a useful image of success as a link with the Mexican-American students of the Bay area. Information on the community is difficult to secure, however, and it may be necessary to provide a simple newsletter for meetings and other activities. The Latin American Studies Center can assist the Department of Chicano Studies, while remaining independent of it,

but collaborative programs between the two can exist.

University of California (Los Angeles): The University has organized the Institute for the Study of American Cultures. The previously organized research centers contribute funds to this new element. A Master of Arts study program is available. For the community in the area, the problem of self-identification is crucial. The Vice-Chancellor is concerned with urban programs, such as the creation of satellite museums in the surrounding communities. The University finds that it is difficult to interest elementary school teachers in the problems of the Spanish-speaking minorities, which indicates that some teacher education is required to make the teachers aware of Mexican culture. The University is responding to requests received from the community. The Latin American Studies Center, which has always had a great interest in Mexico, is eager to encourage the communities' appreciation of Mexico's culture. A special program of 50-60 hours of Mexican studies at the University elicited an overwhelming response from the students. Persons from the Latin American Studies Center have served as resource persons for some school districts and have organized various orientation seminars on Mexican culture. An Office of Education grant is permitting the development of a bilingual audio-visual kit of some 60 slides, plus recordings, on the culture of Mexico. The focus of the School of Education's program in international education is on Latin America, as is its program in comparative education. A course on Mexican culture is being added to the teacher education offerings.

Latin Americanists and Centers must define their roles in providing expertise and avoid promoting new myths to support old lies. It is important to come up with action now, while there is still time to plan and evaluate. The University is seeking the answers to several questions: (1) by what mechanism can scholarship best be disseminated? (2) what audio-visual means are best suited as educational tools for teachers? (3) what effective means can be developed for the education of the community at large in the problems of minorities? (4) how far can and should the Latin Americanist become involved in textbook writing?

University of California (Santa Barbara): The University is preparing a comparative study of language learning by the children in Buenos Aires, Mexico City, and Santa Barbara. The general experience has been that the educational process must assure literacy in the child's own language, as well as in English.

Los Angeles City Schools: The Supervisor for Foreign languages of the school system outlined many of the activities that the system has had in operation for a ten-year period. Special mention was made of the remedial reading program to give the student competence in Spanish, as well as in English. Reading experiments are conducted in teaching both languages. Spanish for native speakers has undergone several changes. When 11th graders were asked why they were not taking Spanish, they replied that it was too simple and boring. Bilingual educational courses are available in about 20 high schools. Instruction is at three track levels, especially in Mathematics and Social Studies. Tracks are determined by language competence with course given all in Spanish, or mixed English and Spanish, or all in English. A main problem is how to treat and reach the "Anglos." Honors courses in summer sessions in English are given on Mexican culture. Another program on Mexican culture is given only in Spanish, stressing contemporary social problems and development. Films, lectures and human relations clubs are employed. Cooperation is obtained from both USC and UCLA through the work of psychologists, linguists, anthropologists, and other behavioral scientists. Project LIBRO stimulates interest in non-American writers, and youngsters are encouraged to write their own experiences with small prizes given for the best stories. These are then printed and circulated among the students. Traveling libraries have been developed to reach the Spanish-speaking communities and to attempt to raise their aspirations and the general cultural level. A center stresses the fine arts and other artistic achievements of Mexico. Drama is presented. For college age students, an educational clearinghouse has been created to help in securing scholarship assistance, oriented toward UCLA. "Angelinos All" is a program designed to encourage aspirations.

University of Arizona: A Mexican-American Studies program exists with two objectives: (1) to help the student obtain full facility in all aspects of the language and (2) to improve knowledge of the Mexican heritage. Three approaches are used: in the training of elementary and secondary school teachers, especially teachers of Spanish; in the study of Mexico; and in English for Spanish speakers. The program provides for a Liberal Arts major with courses leading to a specialization in bilingual education. Students are organized under MASA. An MAL committee has protested that the various activities do not go far enough and they have been asked to meet with the President to explain the bases for their protest. Courses included in the program are courses already offered. A minority relations committee exists, and the University is considering the setting up of an ethnic center for all minorities, as well as

the initiation of a program of research. Monthly open seminars on Mexican-American problems have been organized.

University of New Mexico: A teacher training program for 23 bilingual teachers is the University's major program relating to the Spanish-speaking minority. A Mexican-American Center has been organized. Courses in Southwest Literature and Geography are offered. Of the some 1600 students who might be considered in the minority group, the UMA (Union of Mexican-Americans) has about 50 militant members. The University forms part of a regional consortium of institutions concerned with problems of the border. Other members of the consortium are: University of Texas (El Paso), where the Secretariat will be located, University of Arizona, and San Diego State College.

University of Texas (Austin): The School of Education is in the middle of a study of the language of the child and an analysis of its use. The study is being conducted in Central Texas and the border areas in both urban and rural situations. Recordings are made of one half-hour in Spanish and one half-hour in English, eliciting language through interview. The language of the minority child is far removed from what it has been academically thought to be. The results of the study are expected to have a considerable impact on testing, on the teaching of reading, and on the analysis of value concepts. The study has also proved a valuable experience in interview techniques with children. Bilingual teachers are the persons to involve. Texas has the Foreign Language Education Center and the non-university Southwest Education Laboratory, which is dedicated to bilingual education. The legislature has passed a bilingual education act. Much work is being done on testing, but materials of all kinds are lacking. The Southwest Education Laboratory does not use experts and has changed its emphasis from higher to primary and secondary education. A small college in San Antonio, Texas, has an effective program of teacher training that takes the high school graduate from Mexican-American background and puts the student through the entire course of study. Much need has been expressed for in-depth studies on value systems and on motivation.

University of Wisconsin (Madison): The University's interest centers around migratory farm labor and rural minority groups. Minority problems are also treated in the Institute for Poverty. A special factor is the Cuban population in Milwaukee. The Latin American Studies program, as such, has not been directly involved up to this point.

University of Wisconsin (Milwaukee): An estimate of 12 to 15 thousand persons, mostly Cubans, constitute the minority in Milwaukee. The Latin American Center, through the University of Wisconsin Extension System, has become involved with this community. The emphasis is sociological; that is, to help the Spanish-speaking community in (1) leadership training, (2) language training, and (3) the development of a newspaper. These are non-teaching and non-research activities. The key issue is whether to set up a new branch of the University or pass it on to a new community organization. Does the center act like an umbrella for these activities? The decision has not been made. A Spanish-speaking club promotes social activities within the institution.

University of Kansas: No Spanish-speaking minority problem exists, as such, but it can perhaps be considered as part of the larger problem of understanding and treating with other minorities. The representative suggested that the English-speaking community might have a greater moral responsibility toward the Mexican-American than toward the other Spanish-speaking minorities. A function of the Miami Meeting should be to help bring national focus on the problem.

University of Illinois: The small community consists largely of migrant workers, and activities related to the minority are restricted to those personal interests of individual professors. The University's experiments with other minority programs might be of interest for adaptation by other institutions.

Cornell University: The situation is similar to that of Kansas. Puerto Rico has been considered a laboratory through which to view Latin America. Work has been carried on through the Extension Service with a few isolated rural pockets of Spanish speakers in upstate New York. The College of Human Ecology has worked with various tenant associations in New York City public housing.

University of Pittsburgh: No organized minority or student group exists. No research is being conducted, and no calls have been made upon the Latin American Studies Center. The University is, however, very much concerned with urban problems.

University of Florida (Gainesville): With the exception of a small Spanish-speaking migrant population, no minority exists in the Gainesville community. Within the University, which does have a sizeable Spanish-speaking student body, the problems are quite different. Because a person speaks Spanish, whether from the United States or another nation of the Hemisphere, it is assumed that he partakes of both the value system

and the culture of the Spanish language speakers. But it is recognized that profound differences exist, not only between the values and cultures of Spain and the Iberian nations of the New World, but also between those nations themselves. Moreover, the assumption of cultural participation is increasingly called into question by the University's experience. Consequently, its efforts have been to help the student appreciate the breadth and depth of the culture of the Hispanic world.

Columbia University: The Puerto Rican minority has been traditionally represented before university authorities by Afro-American spokesmen. A Latin American student association exists, but this is largely composed of Spanish speakers from other countries. The conglomerate of foreign students and minority spokesmen seems to be approaching a position of the Third World. A demand has been made by the Puerto Ricans that the University turn over the Casa Hispánica to them for a center. The Urban Center focuses on the community and has two Puerto Rican representatives. Various community action programs for self-improvement and vocational training function in cooperation with community organizations such as the Junior Chamber of Commerce. The Latin American Institute is "treading water," waiting until some call for assistance comes from the Urban Center. Vocabulary and other studies on the special Spanish of the community are available. Teachers College offers a course in Caribbean culture which is required for teachers in the New York City school system. The Foreign Student Center offers courses in English as a second language. Training of adults emphasizes skills useful for teachers in the city school system. An urban studies program emphasizes economics and sociology. The demand from the barrio is for job training. A survey of pre-college education is being undertaken. Most members of the minorities begin higher education in the Bachelor of Arts program and move from there into other schools.

New York University: The Ibero-American Studies Center has had minimal involvement with minorities, although the School of Education has long been concerned with the teaching of the Puerto Rican child. The small Puerto Rican element at the Washington Square College numbers between 300 and 400. LUCHA is on campus, but is not well organized. Other action groups dominate the scene. An Urban Workshop relates the teaching of Sociology to the community. Attention was called to a sociolinguistic study in the March issue of Modern Language Journal.

* * * * *

General Discussion

The question of the amount of Mexican-American leadership in the communities was discussed. No Latin American Studies Center wishes to become solely a Mexican-American Studies Center, except as the overall center might be sub-divided into specific research units. Anti-Mexican sentiment is reported to be dwindling. The "Anglo" model of what Mexico is and has been is increasingly recognized as inaccurate, while the elements of self-hate in the community also decline.

For the universities, as for the Centers, it is a question of the philosophy of leadership; that is, does the institution wait until there is an initiative taken on the part of the community, or does the institution lead the community in focusing on those aspects of the problem that are susceptible to university assistance? In some circumstances the university is in a special position to help alert the larger community to the dimensions of the problem, within the notion of self-improvement.

Students are a floating population, and the curriculum cannot be changed each year to respond to changed demands; however, eventually this may be the only choice.

The problems of area studies and ethnic minorities relate to overlapping, rather than co-extensive spheres of knowledge. Where the knowledge and the activities relating to that minority coincide, cooperation is possible, but centers must maintain their basic area orientation. Even within centers, however, there are regions of specialization. These regions are essentially: Spanish, Portuguese, and Caribbean. Language sub-elements are: French, Dutch, Papiamento, and now, Caribe-English. Equally important are the indigenous languages for which some centers have special programs and competence.

Help is needed in the identification of the limited spheres in which Latin Americanists can really assist local schools and systems. Among suggested areas might be studies on the contributions of Mexicans to the history of California and in the education of Mexican-Americans for the development of special curricula. Fundamentally, the need is to inspire children to strive for improvement of themselves and of their environment. The use of teachers from other Spanish-speaking countries has not been entirely successful, because the differences in cultural background and environmental experience lead to antagonism. Programs related to language training and to teachers of language have usually been more successful than programs with Social Science teachers. The conflict of ethnic bias and cultural deprivation combine to make unfortunate barriers in communication. Teachers need to be trained with a wider view of the rest of the

world. Where the school system does provide such training for teachers, the role of Latin America does acquire proper perspective, and as a consequence, a greater appreciation for and sensitivity to the minority culture is evident.

The involvement of teacher training institutions is essential in treating the problems, not only for the carrying out of the programs themselves, but also for the changing of attitudes in the "other" world. And yet, a possible dilemma presents itself; i.e., is the way to inculcate and support the values of American society to establish through education the values of yet another culture? Does this provide the genuine motivation for social adaptation and participation?

While the funding of research is not a solution to the problem raised, such endowment would undoubtedly alleviate the situation. Such subsidy, however, requires the development of a set of reasoned and rationalized priorities, presenting clear, direct and visible projects. The priorities developed by the professional and area associations could be developed as group priorities, such as in basic demographic research and the study of patterns of minorities' movements within the United States. Projects that include elements of both research and training, if supported by the area associations, can prove especially useful. The diversity of legislative authorities is wide, and the situation of their implementation so varied that accurate information on their structure and requirements should be requested directly from the Office of Education. The descriptions of programs presented to the Miami Meeting, while complete for the time, have already been changed by internal reorganizations in the Department of Health, Education, and Welfare and other associated and interested agencies.

Nonetheless, it may be that, as indicated in one of the resolutions of the Miami Meeting, a function of area associations may be the sketching of major spheres of research activity at varying levels of abstraction, such as regional attitudinal studies, studies of sociological and environmental factors, and bilingual acculturation. It may also be in guiding institutions to find tactics and strategies to open the resources for research to imaginative, creative and lasting use. In all this activity the approval of the scholarly association is highly valuable. On the other hand, no real surplus of trained manpower is available to undertake too much, especially if an inter-disciplinary approach is considered.

The Miami Meeting concluded with two Resolutions which follow. The participants expressed their belief that they had learned the form and the dimension of the problem of the Spanish-speaking minority. While several programs related to Portuguese ethnic communities exist, no impact has yet been felt among the institutions taking part in the Meeting. The problem of the minority varies from State to State. It also varies from institution to institution, because the character of the universities and the communities in which they are located also differ. Berkeley is not Los Angeles, nor is Los Angeles like Stanford. The difference between the problem at Columbia University and New York University is striking. This indicates both the need for and the problems related to inter-institutional cooperation. Finally, the participants were well aware that their information on an element of higher education, where the problem may become most acute, was very limited -- the junior college.

* * * * *

CONCLUSIONS

Education here, as in most matters, seems to be both the crux of the problem and the main solution offered. The fact is that the society increasingly requires that the child be schooled. It is probably in the school situation that the minority child first comes into direct and traumatic contact with the dominant culture and where his cultural and linguistic "differentness" becomes painfully apparent. As the age of schooling moves back from kindergarten to pre-kindergarten to nursery to pre-nursery, the exposure comes earlier and earlier. Education at this level may indeed offer the least pain and the most hope for developing the culturally and linguistically adjusted child. The creation of early education elements and an adjustment of the entire United States school system might have begun if, for example, the experience of Dade County, Florida (with its sudden influx of Cuban refugees) had been more widespread.

But the United States now faces with the minorities the problems of education at all levels -- pre-nursery through post-doctoral. The point at which minority demands have come to be most acutely focused is at the college and university level. Here the political and social activism impinges upon higher education, and it is here that the activism is expected to continue to grow. The degree to which bilingualism inhibits entry into higher education is not known, but administrators do know that demands are being increasingly made for a better balance of minority groups in higher education without reference to formal academic requirements. Accompanying the demand for unrestricted entry is the demand for hyphenated studies -- Mexican-American, Cuban-American, Caribbean-American or what-not.

It is through this demand for "studies" that the minorities first impact upon language and area studies programs and centers, because the university makes the logical institutional assumption that those elements of its structure that "know and understand" the most about both demands and demanders are those elements that speak the language and study the ethnic and nationality cultures of the minorities. With equal logic the community, the municipality, the county and the state -- to say nothing of the Federal Government -- may reach similar conclusions and seek advice and assistance, programs and projects, from the scholars and specialists at the university centers.

The response to such demands will vary from institution to institution, from community to community, and from State to State, as indeed they already have. Resources -- human, scholarly and financial -- are currently undergoing a period of contraction. Diminishing support requires evaluation of priorities. For Centers of Area Studies the primary responsibility is the maintenance of the highest possible quality of those studies.

But such studies have always involved topics and research related to the specific countries of national origin of the ethnic minorities, as well as the broader studies of regions and sub-regions, such as the Spanish Southwest, Middle America, and the Caribbean. Other studies have concentrated on influences of other cultures, such as the African or the non-Iberian European, upon literature, language and life.

In the examination of this store of knowledge lies the most immediate resource that universities, libraries and the Language and Area Studies Centers have to offer educators and others concerned with ethnic minorities. Other resources can be found in the special interests and competences of scholars who are basically Latin Americanists but whose research and teaching may be applicable to the development of programs with and educational materials for ethnic minorities. The identification of these scholars may be the primary function of the Association.

Similarly, the Latin American Research Review, as the publication of the Association concerned with the status of current research, might consider inclusion of research concerned with the ethnic minorities, as well as analyses of the needs and accomplishments of such research made by competent scholars. This too could prove a useful service to elements developing programs for the ethnic minorities.

A specific bibliographic work has already been undertaken by Stanford University. The bibliography of published and unpublished materials may require additional development. The logical element to undertake such research with U.S. Government support is the Hispanic Foundation of the Library of Congress.

Finally, the establishment of some system of priorities of research, however, difficult, would facilitate funding.

* * * * *

Themes of the Miami Meeting:

1. Community Relations: If such relations are to be improved, the ethnic minority culture of origin must be taught to (a) the ethnic minority, to support identity and to foster aspirations, and (b) to the ethnic majority, to create understanding and to promote cooperation.

2. Community Relations: The institution must decide at point in time it can or should involve itself in community affairs, and where possible, at what point the community should involve itself in the programs of the institution.

3. Education: The teaching of the ethnic minority student is a major concern to scholars and specialists alike. Minority students are deprived in their knowledge of their ethnic culture and in their ethnic language. This applies currently at all levels; that is, the ethnic minority student entering college may have just as much difficulty with and limitation in his ethnic culture and language as he does in the majority language and culture. Until this limitation can be corrected at the primary levels on a much larger scale than is now being accomplished, the student will enter higher education with the same limitations that are now being experienced by colleges and universities which have populations of ethnic minority students.

In other words, minority students must be taught Spanish or Portuguese, must be taught in Spanish and Portuguese, and must be made fluent in English.

4. Education: Teacher education requires orientation toward and special training programs for teachers who will have to teach in bilingual situations. This is particularly true in Social Studies. Consequently, educational authorities may find it both necessary and desirable to develop special teacher training programs to attract persons of the ethnic minority background to become teachers. In any event, teachers at all levels require guidance and training in dealing with minority groups.

5. Research: General agreement was expressed on the lack of basic research materials in the Social Sciences on the ethnic minorities in the United States. Census materials are inadequate. Studies in language and linguistics are improving, but studies in values and behavior patterns are nil.

6. Research: The application of knowledge and research to the creation of effective textual materials at all levels is a major concern. The inadequacy of current test and testing materials is recognized, and it was felt that this was certainly an area where the individual Latin Americanist might well make a definite contribution.

7. Search for Identity: This was perhaps the most pervasive theme of the meeting. This is the major impediment to education and to participation in the society, whether minority or majority. How then is the educational community to help the ethnic minority in its search for that identity?

* * * * *

The Search for Identity:

The ethnic minority requires an identity.

The search for that identity can be stimulated by education, among other activities.

The image that the ethnic minority has of itself as the individual and as the community is unknown.

Educational work with the ethnic minority seeks to develop awareness.

With children the educational and social process is to inspire them to have aspirations.

Community Relations:

The university can help in teaching the majority about the problems and possibilities of the ethnic minority.

The university, in some cases, has put out feelers to the community and is waiting for feed-back.

The university has tried urban workshops to relate the teachings of society to the surrounding community.

The university structure should provide for open meetings at which the ethnic minority may air its views, but this can best be accomplished if there is an effective collaboration between the educational institutions, the local and state educational authorities, and the programs of the United States Government.

The university has found that some students insist that the community have some voice in the design and structure of university programs.

The university has the opportunity to teach the larger community what the ethnic minority has as a cultural background.

The university can act as catalyst in stimulating the community to help the ethnic minorities and to introduce that minority to the effective tools of education.

The university has the opportunity to assist the ethnic minority in the development of its own awareness.

Teacher Training:

The purpose of special education for the ethnic minority is the provision of better students for general education.

The teachers require help in using their teaching ability in special educational situations.

Higher education for the ethnic minority should have in it aspects of future service to the ethnic community, whether in teaching, in health services, in social welfare, or in research.

Special program to attract members of the ethnic minority to higher education in fields useful to the communities are required, especially the training of bilingual teachers.

Where materials in special education have been developed, teachers need guidance; otherwise they will be unable to utilize effectively the new materials.

Research:

The researcher from the same cultural background as the ethnic minority is generally more effective than the researcher from another cultural background.

The exchange of information and research findings requires improvement, especially a bibliography related to the ethnic minority.

United States Government agencies, such as the Census Bureau, which can develop fundamental data on ethnic minorities should be encouraged to expand their functions with these minorities.

The Student:

The student may be culturally limited in both language and cultural backgound; consequently, the problem of upgrading in both ethnic language and culture has to be faced before competence in English can be expected.

Given the current limitations of funds, care must be taken in the decision on what programs are to be undertaken and what students dealt with. Education at the college level should be such as to encourage the student to return to work within his community. With the advanced degree and scholarship programs, effective social service might be considered a requirement.

The demand for college education is growing and will continue to grow. Institutions should be encouraged to plan programs for ethnic minorities now.

The problem of Graduate Studies will be solved when there are more and better chances for a college education for ethnic minorities.

A special problem is presented by the student who has a limited formal education in his own tongue, but does not know English sufficiently well for higher education, and yet has the motivation to enter the majority society.

RESOLUTION

The Directors and Representatives of the Latin American Language and Area Centers, meeting at Miami, Florida, on May 2-3, 1969, to discuss problems related to Spanish and Portuguese speaking minorities in the United States, strongly recommend that the Executive Council of the Latin American Studies Association:

1. Determine the means and mechanisms by which the Association and its members may further research, teaching, and service activities related to these minorities, and
2. Bring, by the most appropriate means, the Association's views to the attention of persons and professional organizations most directly related to the problems and to the attention of government and private agencies most immediately concerned with them.

This is to certify that the above-stated Resolution passed unanimously.

Miami, Florida
6 May, 1969

RESOLUTION

1. An inherent relationship exists between major minority groups in the United States and the study of the ethnic groups and cultures abroad from which these minorities originate.

2. Trained representatives of these minority groups are likely to be accepted by others of similar backgrounds and may be effective when working with them. Such representatives may also have special qualifications for dealing with the larger community.

3. It follows that the graduate study of Latin America by representatives of those groups may create a special competence in matters related to Spanish-speaking minorities in the United States.

4. For these reasons, it is especially urgent to provide assistance to, and to develop programs for, the graduate training of young scholars from these major minority groups of Latin American backgrounds who want to emphasize study of Latin American society and problems in their graduate programs. For this group, financial support is needed especially for overseas dissertation research which, because of the high unit costs, poses a particular problem for the students in question.

Miami, Florida
3 May, 1969